Instructor: Dr. Richard Lee and Dr. Charles Rivasplata
Office location: Washington Square 218
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Office hours: Wednesdays, 6:15-7:15 p.m.
Class days/time: Wednesdays, 7:30-10:00 p.m.
Classroom: Clark Hall 318
Prerequisites: URBP 226: Instructor consent
URBP 178/ENVS 178: Upper division standing
Units: 4

Course Catalog Descriptions (by Section)

URBP 226 (Graduate Section): Overview of the evolution of key transport institutions and policies at the metropolitan, state, and federal levels. Assessment of the current challenges facing regional transport systems and evaluation of different planning and policy approaches proposed to improve the performance of regional transport systems.

URBP 178/ENVS 178 (Undergraduate Sections): Principles and concepts relevant to transport planning and policy at the regional level, such as historical and current regional transport planning processes, the relationship between regional travel demand and transport infrastructure, and travel demand modeling practices.

Course Description and Course Learning Objectives:

This course examines planning and policy-making for transport systems, with particular attention to regional transport. We consider theory and practice, as well as the wide gap between them. The historical evolution and development of key transport institutions, policies, and methods are analyzed, using examples from California, the United States and abroad. The many roles of transport planning – technical, mediating, advocacy, and political – are examined. Passenger and urban transport planning and policy are emphasized, but there will be some attention given to intercity and freight modes. Many sessions and readings are devoted to understanding current transport planning issues and policy debates.
This course is intended to help prepare students for employment as a transport planner or a transport policy analyst. There are a growing number of such positions with local, regional, and central governments, private consulting firms as well as with firms providing transport services. This course alone will not, however, prepare students for more specialist positions in transport, such as computer modeler or traffic engineer. For students interested in working in such specialist positions, additional course work would be required.

Though intercity and goods movement are addressed, the bulk of the course focuses on regional transport policy and planning. The region is in many ways the proper scale for transport planning, since daily travel occurs with little regard for city borders.

Moreover, the principal economic rationale for metropolitan areas is that they save transport costs – in metropolitan regions, complementary economic actors and resources are within proximity to one another. Not surprisingly, these regions are the predominant location of congestion on transport networks, as too many people, goods and vehicles try to be in one place at one time for economic purposes. The most contentious transport investments are those that serve large urban regions.

Upon successful completion of the course, each student will be able to:

1. Discuss the principal critical mobility issues confronting the Bay Area and other metropolitan regions
2. List and describe relationships between the primary elements of transport systems, such as modes, networks, controls and users
3. Describe the nature of travel demand and its relationship with travel supply and the operation of transport systems
4. Characterize the broad outline of the history of transport planning and institutions, as well as the evolution of transit, street and highway systems
5. Describe the scope of transport and its environmental impact; analysis and mitigations.
6. Describe alternative approaches to financing transport projects and services
7. Describe the role of national, regional and local planning in establishing transport policies and priorities
8. Work as a transport planner or a transport policy analyst.

The engagement activity component of this course was introduced in 2012. This activity, worth 25 percent of the grade, provides students with first-hand (and hands-on) experience in the field of transport planning. The goals for this engagement activity include:

- Providing the student direct contact with the transport planning profession, and people involved in and affected by transport planning
- Familiarizing the student with transport planning concepts, skills and applications, thereby increasing your marketable skills.
- Providing the student with an experience-based understanding of planning theory and practice through exposure to concepts, methodologies, field techniques and applications. By reflecting on how these relate to urban transport and the planning process the student will gain insight into both the limits and possibilities of transport planning.

The instructors will provide a list of possible engagement activity opportunities early in the semester.
Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1d, 1e, 1f, 2a, 2c, and 3c.

1d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.

1e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, intervention to influence the future.

1f) Global Dimensions of Planning: appreciation of interactions flows of people and materials, cultures, and differing approaches to planning across world regions.

2a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

2c) Quantitative and Qualitative Methods: data collection, analysis, modeling tools for forecasting, policy analysis, and design of projects and plans.

3c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

A complete list of the Planning Accreditation Board Knowledge Components can be found at: http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Required Course Texts to Purchase


Course Assignments and Grading Policy

Your grade for the course will be based on the following assignments and other activities:

<table>
<thead>
<tr>
<th>Assignments and Graded Activities</th>
<th>Due Date(s)</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Tracking Travel Behavior (students track weekly travel patterns)</td>
<td>Sep. 13</td>
<td>15</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>Weekly Memos (10)/Class Participation (memos on weekly readings, class involvement)</td>
<td>Ongoing</td>
<td>15</td>
<td>All</td>
</tr>
<tr>
<td>Midterm Take-Home (exam on Weeks 1-10 - sent via e-mail)</td>
<td>Nov. 2</td>
<td>20</td>
<td>1, 2, 3, 4, 5 &amp; 6</td>
</tr>
<tr>
<td>Engagement Activity Summary/Presentation (semester-long class project where the student observes/reports on agency activities)</td>
<td>Nov. 29</td>
<td>25</td>
<td>Varies, depending on student activity</td>
</tr>
<tr>
<td>Final Term Paper/Discussion (presentation on an aspect of the project)</td>
<td>Dec. 6</td>
<td>25</td>
<td>All</td>
</tr>
</tbody>
</table>

Additional details on each assignment will be distributed as class handouts.
Calculation of Final Course Letter Grade

As indicated in the table above, the final course grade incorporates five graded activities. The first two activities in the table are each worth 15 percent of the grade, the mid-term exam is worth 20 percent of the grade, and the final two activities in the table are each worth 25 percent of the grade.

The following grading scheme will be used to translate each student’s total numeric score into a final grade for the course:

A+ (96 to 100); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63).

Other Grading and Assignment Issues

All classwork received late will be marked down accordingly.

Weekly Memos (10): If received within the first 24 hours after the scheduled deadline, they will be marked down 0.2 point (from a total of one point per memo). Thereafter, it will be marked down according to the following schedule:

- 1-4 days late: 0.4 point
- 4-7 days late: 0.6 point
- Over 7 days: no credit given

Take-Home Midterm: If received within 24 hours of the 9:00 P.M. deadline, it will be marked down one full grade. Thereafter, it will be marked down according to the following schedule:

- 1-4 days late: two full grades
- Over 4 days: no credit given

Assignment 1 and Final Paper: If received within 24 hours of the scheduled deadline, it will be marked down 1/3 of a grade (e.g., from A- to B+, from B to B-, etc.). Thereafter, it will be marked down according to the following schedule:

- 1-4 days late: 2/3 of a grade
- 4-7 days late: 1 full grade
- 7-10 days late: 2 full grades

Extra credit is not available, except where mentioned on Assignment 1 and the Midterm.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally, three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Since this is a four-unit class, you can expect to spend a minimum of nine hours per week, in addition to time spent in class and on scheduled activities. Special projects/assignments may require
additional work, and of course, URBP 226 students will have a slightly more rigorous workload than URBP178/ENVS 178 students (see below). Careful time management will help you keep up with readings and assignments and enable you to be successful in all your courses. For this class, you will have to undertake additional activities outside the class hours, such as work on your engagement activity and your term paper. Handouts describing these activities will be provided later.

The course workload will primarily be based on the following activities:

• **Assignment 1** entails tracking your travel behavior and that of another person’s over a period of two days. Assignment 1 will be due September 13 at 7:30 p.m. and a maximum of 15 points will be awarded.

• **Class Participation** grades will be based on active contributions to class discussions on assigned subjects and course readings. By 5:00 p.m. on the day before class (during Weeks 2-10, 12 and 13), all students will be required to submit a Weekly Memo in which they summarize/comment on one of the assigned readings:

  URBP 226 students will be required to submit a page-long Weekly Memo; and

  URBP 178/ENVS 178 students will be required to submit a half-page Weekly Memo.

  A maximum of 15 points will be awarded: one point for each Weekly Memo and up to five points for Class Participation.

• **Take-Home Midterm Exam**, which will cover all class material and discussion covered through Week 10, will be administered via e-mail on November 1 at 6:00 p.m. and will be due back (via e-mail) on November 2 at 9:00 p.m. A maximum of 20 points will be awarded.

• **Engagement Activity** will require about 3 hours of work per each week of the semester (for a total of 45 hours). Depending on the nature of the activity you choose, these hours may be either spread evenly throughout the semester, or clustered. On November 29 at 7:30 p.m., each student enrolled in the course will be required to turn in a summary of her/his Engagement Activity and give a five-minute presentation to the class on the major findings and lessons learned. The Engagement Activity will be further explained and a grading rubric for the Summary and Presentation (provided by each student in November) will be provided by the end of September. A maximum of 25 points will be awarded.

• **Term Paper Project** will cover a regional transport theme or issue focused on in the term project. All students will be expected to submit a final term paper to the instructors on December 6 at 7:30 p.m.:

  URBP 226 students will submit a 15-20 pp., double-spaced final term paper; and

  URBP 178/ENVS 178 students will submit a 10-12 pp., double-spaced paper

  In addition, each student will have a chance to informally discuss an aspect of her/his paper.

  A detailed grading rubric for the Final Paper will be provided by the end of September. A maximum of 25 points will be awarded.

  Here are some possible subject areas for term paper projects:

1.  Sustainability and Transport

2.  Transport, Land Use and Climate Change (e.g., SB 375)
3. Improving Access at San José State and its Environs.
4. Policy Analysis of Gender, Aging and Other Demographic Transport Issues
5. Analysis of the Prospects for Public Transport in California and Its Cities
6. Analysis of the Prospects for High Speed Rail in California
7. Policy Analysis of Road and Parking Pricing Options
8. Getting More From Less: Management of Transport Systems and Travel Demand
9. Land Use and Urban Form Policy in Relation to Travel Demand
10. The Future of the Automobile
11. The Future of Public Transit
12. Transport and the Environment: Internalizing the Externalities
13. Telecommunications and Transport
14. Plan Bay Area (the Bay Area’s Regional Transport Plan)
15. Other Subject Areas by Mutual Agreement.

Classroom Protocol
Students are expected to arrive on time to class, be courteous to other students and the instructors and refrain from using a cell phone, texting and the internet in class, except as permitted by the instructors. If you need to be absent, please notify both instructors at your earliest convenience. We recognize that illness, personal emergencies and other legitimate conflicts may occur, however please remember that each class meeting represents a substantial fraction of the total course. Be sure to check with the instructors regarding any materials or information given out at the session you were absent from, and if possible obtain class notes from a classmate.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly
SJSU’s Policy on Academic Integrity states: “Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University.” The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.
Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source (and when not to) is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else’s theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to the instructors personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system, i.e., in-text parenthetical references.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building is evacuated, please make an appointment with the instructors as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the AEC website at www.aec.sjsu.edu.
Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services office is located on the corner of Seventh Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at
http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
## Course Schedule

(We will announce any changes in class.)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Memo/Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug. 23, 2017</td>
<td>Brief Overview</td>
<td>Class Syllabus and additional handouts</td>
<td>None</td>
</tr>
<tr>
<td>3 Sep. 6, 2017</td>
<td>History and Current Policy</td>
<td>1) TEXT: Ch. 3, Muller, P., “Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis.” 2) PDF-R: complete “Introduction and Overview” readings through the two Altschuler chapters.</td>
<td>Weekly Memo (due Sep. 5); Engagement Activity Outline</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Memo Due Date</td>
</tr>
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</tr>
</tbody>
</table>
http://vtpi.org/cong_relief.pdf  
| 8 Oct. 11, 2017 | Transport Finance                          | 1) TEXT, Ch. 10, Taylor, B. “The Geography of Urban Transportation Finance”  
http://www.mtc.ca.gov/planning/plan_bay_area/  

Weekly Memo (due Oct. 24)

| 11 Nov. 1, 2017 | Midterm Exam | None | Exam e-mailed on Nov 1 (6 pm), due back Nov. 2 (9pm) |
| 12 Nov. 8, 2017 | Intercity Transport and High-Speed Rail | 1) High-Speed Rail Readings TBA | Weekly Memo (due Nov. 7) Topic Summary & Bibliography |
| 22 Nov., 2017 | No Class (Thanksgiving) | None | None |
| 14 Nov. 29, 2017 | Engagement Activity | None | Written Summary and Presentation |
| 15 Dec. 6, 2017 | Term Paper Project | None | Final Term Paper |